**Classroom Action Plan (CAP) #2**

***Research-Based Reading Instruction – Retelling for Comprehension Teaching Process***

**Implementation Goal:** To ***develop*** and ***implement*** a classroom action plan for **one** guided reading group focused on a three week plan for teaching a comprehension skill objective utilizing the *Retelling for Comprehension Teaching Process*.

**What does the Research tell us about Retelling for Comprehension?** (1 page)

Briefly summarize why the *Retelling for Comprehension – A Developmental Retelling Model* is such an effective practice for overall reading development.

**Analysis of Oral Retelling Protocol** (1 page)

Submission and Analysis of the appropriate ***Literacy Profile*** for the Guided Reading group.

* + Identify the guided reading group level (ie., emergent, early, transitional)
  + The Literacy Profile(s) should include raw scores.
  + Based on assessment data, explain your rationale for grouping students for instruction. (You may include other assessment data to support your rationale.)
  + Based on the Literacy Profile, explain your rationale for teaching comprehension skill objective.

Analysis process for determining the comprehension skill objective:

To determine the comprehension skill objective based on student need and analysis of data respond to the following questions:

* Is this student proficient with Pretelling? If no, then instruction does need to begin here. If yes, proceed to Story Structure. **(Note: For the purposes of the CAP, choose a guided reading group that is ready to learn guided oral retelling for story structure. This means that these students are proficient with pretelling).**
* Is this student proficient with retelling a story that contains these story elements: a beginning, middle, and end, main characters, setting, and problem/solution? If no, begin instruction with a Guided Oral Retelling based on story structure. If there is one story element in need of instruction, begin with a Guided Oral Retelling based on this story element.
* Is this student ready to learn other comprehension strategies? If yes then use the teaching process for retellings to teach this comprehension strategy.

**Retelling for Comprehension Teaching Process** (1-2 pages)

* Submit a two-week plan that is comprised of 3 phases of instruction for a ***guided reading group*** using this framework.

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|  | **Phase 1** | **Phase 2** | **Phase 3** |
| Week 1 | ***Choose a mentor text***  Shared Guided Retelling  Modeled Retelling with Story Map | Review Retelling with the Story Map (from previous lesson)  Modeled Written Retelling (based on the Story Map) | ***Choose a new mentor text***  Shared Guided (Oral) Retelling and Shared Retelling with Story Map |
| Week 2 | Review Retelling with the Story Map (from previous lesson)  Shared Written Retelling | ***Choose a new mentor text***  Shared Guided (Oral) Retelling  Independent Retelling with Story Map | Review Retelling with the Story Map (from previous lesson)  Independent Written Retelling |

* Connecting it all together – how does this connect to the instruction that is taking place during the other components of the Delivery Model?

**Reflection Using Valli’s (1997) Types of Reflection** (1 page)

* Reflect on the following:
* ***Technical Reflection***
  + - What are your strengths and areas of growth for administering the classroom based assessments for Guided Reading and analysis of the Literacy Profile(s)? State one thing you will do differently next time.
  + What are you strengths and areas of growth with regards to the implementation of the Retelling for Comprehension Teaching Process? State one thing you will do differently.
* ***Reflection –in and –on Action***
  + How did you have to scaffold your support for student learning during the implementation the Retelling for Comprehension Teaching Process in response to the students' behavior?

**Written report requirements** – Doubled-spaced, 12-pt font, Times New Roman, 1 in margins, and a cover page with you name, date, class section, instructor, and titled Classroom Action Plan #2 – the Retelling for Comprehension Teaching Process

\*\*\*\*\*Submit a copy of a completed the Literacy Project Peer Coaching Conference Documentation, Literacy Project Peer Coaching Log, and pg. 96-97; 134-135; 173; or 199 of the Richardson Text.

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| **CAP #2 Report due Session 12 to your Home Instructor** |

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| **Criteria** | **6 points** | **5-4 points** | **3-2 points** | **1-0 pts** | **Score** |
| **Research Knowledge** | Review of the research is adequate. | Applicable research is discussed but lacks focus. | Identifies some of the applicable research but is incomplete. | No or very little research is presented. |  |
| **Assessment**  **Knowledge** | Explanation of the assessment(s) thoroughly answers the required questions. | Explanation of the assessment(s) answers the required questions but is missing a few key essential understandings. | Explanation of the assessment(s) answers the required questions but is missing many key essential understandings. | Explanation of the assessment(s) only includes one answer or does not answer the following questions at all. |  |
| **Analysis of Literacy Profile** | Submission of the Literacy Profile(s) displays raw.  Analysis thoroughly answers the required questions. | Submission of the Literacy Profile(s) but it is missing the raw scores.  Analysis answers the required questions but is missing a few key essential understandings. | Submission of the Literacy Profile(s) but does not display raw scores.  Analysis answers the required questions but is missing many key understandings **or** does not answer all of the required questions. | Literacy Profile(s) are not submitted.  Analysis answers -0-1 of the required questions. |  |
| **Instructional Strategy Knowledge** | Explanation of instructional strategies thoroughly answers the required questions. | Explanation of instructional strategies answers the required questions but is missing a few key essential understandings | Explanation of instructional strategies answers the required questions but is missing many key understandings or does not answer all of the required questions. | Explanation of instructional strategies answers 0-1 of the required questions. |  |
| **Reflection**  **Using**  **Valli’s (1997) Types of Reflection** | Reflection is thoughtful, detailed, clear, and responds to the required types of reflection. | Reflection demonstrates of 2 of the 3 characteristics of thoughtfulness, depth, and clarity.  Reflection includes 2 of the 3 types of reflection. | Reflection demonstrates of 1 of the 3 characteristics of thoughtfulness, depth, and clarity.  Reflection includes 1 of the 3 types of reflection. | Reflection lacks thoughtfulness, depth and clarity.  None of the types of reflections were included. |  |

**Valli’s 5 Types of Reflection**

***Valli, L. (1997). Listening to Other Voices***

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| **Type** | **Content of Reflection (what to think about?)** | **Quality of Reflection (how to think about one’s teaching?)** | **Application of Reflection to Reading Instruction** |
| *Technical Reflection* | General instruction and management behaviors that are based on research on teaching | Matching one’s own performance to external guidelines | Reflecting on the implementation of the assessment and instructional strategy based on the guidelines in the CAP and judging their performance on the basis of the guidelines and the background knowledge learned in class. |
| *Reflection –in and –on action* | One’s own personal teaching performance | Basing decisions on one’s own unique situation | Reflecting on the decisions made during the implementation of the assessment and instructional strategy and discussing why those decisions were made during that time based on the students and the classroom environment. |
| *Deliberative Reflection* | A whole range of teaching concerns, including students, the curriculum, instructional strategies, the rules and organization of the classroom | Weighing competing viewpoints and research findings | Reflecting on the use of the assessment and instructional strategy and how it connects to how children learn how to read, culturally responsive reading instruction, district mandates, and Common Core State Standards. |

**Literacy Project Peer Coaching Conference Documentation**

**Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Literacy Project Peer Coach:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade Level:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Reading Instructional Strategy:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Coaching Cycle Conference** | **Date** | **Peer Coach’s Signature** |
| Pre-Conference – Collaborative Lesson Planning (Conducted individual, small group, or whole group) |  |  |
| Demonstration Lesson - Coach models delivering a lesson – **OPTIONAL** |  |  |
| After teacher conducts a teaching rehearsal, coach and teacher debrief - **OPTIONAL** |  |  |
| Observation – Teacher delivers the reading instructional strategy and coach observes and takes notes |  |  |
| Post-Conference – Coach provides feedback and discusses next steps with the teacher |  |  |

**Literacy Project Peer Coaching Log**

**Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ Literacy Project Peer Coach: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Pre- Conference Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Pre-Conference Focus: | |
| Teacher’s Next Steps: | Peer Coach’s Reflection: |

Teacher’s Initials:\_\_\_\_\_\_\_\_\_ Coach’s Initials:\_\_\_\_\_\_\_\_\_

**Post - Conference Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- |
| Purpose/Coaching Session Focus: | |
| Teacher’s Next Steps: | Peer Coach’s Reflection: |

Teacher’s Initials:\_\_\_\_\_\_\_\_\_ Coach’s Initials:\_\_\_\_\_\_\_\_\_